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bulletin of graduate studies

LOWELL STATE COLLEGE

1971 - 1972

Official publication of Lowell State College  
Lowell, Massachusetts

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## CALENDAR, 1971-1972

**FALL SEMESTER** - September 14 through January 13

**REGISTRATION** - August 10, 11; September 8, 9, 10, 13, and 14

CLASS MEETINGS	TUESDAY	WEDNESDAY	THURSDAY
Sept.	14	15	16
	21	22	23
	28	29	30
Oct.	5	6	7
	12	13	14
	19	20	21
	26	27	28
Nov.	2	3	4
	9	10	11
	16	17	18
	23	24	Holiday
	30	Dec. 1	2
Dec.	7	8	9
	14	15	16
			(Tuesday) 21
Jan.	4	5	6
Final examinations	11	12	13

**SPRING SEMESTER** - January 25 through May 18

**REGISTRATION** January 7, 10, 11, 24

CLASS MEETINGS	TUESDAY	WEDNESDAY	THURSDAY
Jan.	25	26	27
Feb.	1	2	3
	8	9	10
	15	16	17
	22	23	24
	29	March 1	2
March	7	8	9
	14	15	16
	21	22	23
		<b>SPRING RECESS</b>	
April	4	5	6
	11	12	13
	18	19	20
	25	26	27
May	2	3	4
	9	10	11
Final examinations	16	17	18

**SUMMER SESSION** - June 26 through August 4

**REGISTRATION** May 8, June 20, 21, 22

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Inge Lindblad, Teacher of Piano; Diploma, Vienna Academy of Art; Diploma, Vienna Conservatory; Senior Diploma, Longy School of Music.

Leslie Martin, Teacher of Double Bass; American Conservatory; Member, Boston Symphony Orchestra.

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# GENERAL COLLEGE INFORMATION

## HISTORY OF THE COLLEGE

Lowell State College was established by an act of the General Court of the Commonwealth on January 6, 1894. Reflecting the educational philosophy and objectives of that time, the institution so created was named the Massachusetts State Normal School at Lowell and was charged with developing a two-year program in elementary education which would provide "the most thorough knowledge of the branches of learning required to be taught in the schools, the best methods of teaching these branches, and right mental training." The scope of the curriculum was expanded in 1912 when a three-year program in music education was initiated, and in 1927 the curriculum in elementary education was similarly extended. One year later, the program in music education was expanded to four years, and in the following year the first baccalaureate degree, Bachelor of Science in Education, was granted in music education. In 1932 the institution was made a four-year college and became the State Teachers College at Lowell with the right to confer the degree of Bachelor of Science in Education in both elementary and music education.

In September, 1959, the State Teachers College at Lowell was empowered by the Commonwealth to offer curricula in secondary education, and in that year the first secondary program was initiated in English. In 1960, the General Court of the Commonwealth authorized the college to expand both its functions and its programs by granting the Bachelor of Arts and Bachelor of Music Education degrees, and accordingly it renamed the institution the Massachusetts State College at Lowell. In the following year, the first liberal arts program was offered in English. A second liberal arts program was added in biology in 1962 and a third program, in history, was added in 1963. By direction of the General Court in 1967, the college initiated graduate programs in elementary education and music education leading to the degrees of Master of Education and Master of Music Education. A fourth Bachelor of Arts program, in French, was added in 1968, as were programs in nursing (leading to the degree of Bachelor of Science) and music (leading to the degree of Bachelor of Music). In 1968, the General Court of the Commonwealth changed the name of the institution to Lowell State College.

## LOCATION OF THE COLLEGE

Lowell State College is located twenty-five miles northwest of Boston and is situated on a thirty-acre campus in the northwestern periphery of the City of Lowell. The college campus, which has a commanding view of the Merrimack River, is easily accessible from Route 3 and from Interstate Routes 93 and 495.

## ACADEMIC STATUS OF THE COLLEGE

Lowell State College is a fully accredited member of the New England Association of Colleges and Secondary Schools and of the National Council for Accreditation of Teacher Education. By this accreditation Lowell State College is recognized and approved by the major regional and national associations concerned with the quality of higher education, and study undertaken at this institution has transfer value to other accredited institutions of higher learning. The college is also a member in good standing with the American Association of Colleges for Teacher Education, the Eastern States Association of Professional Schools for Teacher Education, the American Association of University Women, the Association of State Colleges and Universities, the National Association of Schools of Music, and the Music Educators National Conference.

## FACILITIES OF THE COLLEGE

The facilities of the college include the following buildings:

**ADMINISTRATION:** Located in the center of the campus, this building houses the offices of the President, the Academic Dean, Dean of the Graduate School, the Director of Admissions, the Dean of Women, the Dean of Men, Director of Financial Aid, and the administrative staff. In addition, this building contains such facilities as a student lounge, a cafeteria, library, language laboratories, classrooms, a music instruction center, and a closed circuit television studio.

**HUMANITIES:** This building consists of a central structure and two wings. The central part contains biology, physics, and chemistry laboratories, music and humanities classrooms, and offices of the Departments of Mathematics and of Biology and Physical Sciences. One wing contains the college gymnasium, offices of the Department of Health and Physical Education, and the Health Service office. The other wing houses the Little Theatre and a theatre-arts workshop.

**EDUCATION:** This three-storied building is the oldest college structure and contains classrooms, an art studio, the college bookstore, and offices of the Departments of Art, Behavioral Sciences, Education, and History.



**FACULTY CENTER:** This building, the former Governor Allen estate, houses the Departments of Music, Philosophy, and the electronic piano studios.

**DINING HALL:** This building contains a student dining hall which augments the cafeteria facilities located in the Administration building, and will be open in January, 1972.

**CONCORDIA HALL:** Housing for 180 women students is provided in this high-rise structure which contains 90 single and 45 double rooms.

**STUDENT UNION-LIBRARY COMPLEX:** The Student Union will house offices for the student organizations and recreational facilities. The library will be a building of five stories containing in addition to book stacks and reading rooms, facilities for audio-visual projection by remote control, graduate seminar rooms, carrels for individual study, and a music listening area. Ground was broken for the complex in the summer of 1971.

**SCIENCE:** The newest instructional facility for which ground was broken in the fall of 1968, contains large lecture halls, classrooms, laboratories, seminar rooms, offices of the Department of Physical and Biological Sciences, and Nursing, and a botanical greenhouse. It is expected to be in operation in January, 1972.

**MUSIC:** Plans for the Music Building have been accepted; this facility will house all music needs for both undergraduate and graduate students, containing practice cubicles, classrooms, a recording booth, an auditorium with 1000 seats, a recital hall, and an electronic music room.

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## COLLEGE REGULATIONS

### FINANCIAL INFORMATION

#### TUITION

Tuition for Massachusetts residents is \$18.00 a semester hour.

Tuition for non-Massachusetts residents is \$25.00 a semester hour.

Tuition for auditors is \$11.00 a semester hour.

#### FEES (non-refundable)

The registration fee is \$10.00 but is included in the tuition cost of the first course.

The graduate School Activities Fee is \$3.00.

The Library fee is \$5.00.

There is a placement fee of \$5.00 when the student applies for his degree.

At registration one check with the exact amount for the tuition and all fees must be made payable to Lowell State College; no cash will be accepted.

Students who have not fulfilled their financial obligations to the college will not be allowed to register for the following semester. This means payment in full of all tuition, fees, library fines, etc., before a student may register for the next semester.

## **TUITION REFUND**

### **TUITION REFUND SCHEDULE FOR THE FALL AND SPRING SEMESTERS**

After the first week but before the second week	100 % Refund
After the second week but before the third week	80 % Refund
After the third week but before the fourth week	60 % Refund
The fourth week and after	No Refund

### **TUITION REFUND SCHEDULE FOR THE SUMMER SESSION**

Attendance at the first class meeting only	100 % Refund
Attendance at class meetings 2, 3, 4, or 5	60 % Refund
Attendance at any class meeting after the 5th	No Refund

Refunds are based on tuition costs only; all fees non-refundable.

## **VOUCHERS**

Graduate course vouchers awarded to individuals for services to undergraduate programs may be used without limit by students who are matriculating for graduate degrees at Lowell State College and by teachers who are pursuing general graduate study beyond the master's degree. Other voucher recipients may take no more than six semester hours of course work before initiating graduate matriculation. Vouchers are valid for 18 months after the date of issuance. The Graduate School will not replace any lost or misplaced vouchers. Voucher recipients will pay all fees; the voucher covers the tuition only.

## **VETERANS (Cold War and Vietnam)**

All veterans discharged after January 31, 1955 with active service time of at least 180 days and whose service is credited to Massachusetts may be eligible for tuition exemption from the commonwealth. In order to obtain this exemption a veteran must:

1. Present a photostat of his discharge to the State Adjutant General, War Records Section, 100 Cambridge Street, Boston.
2. At registration, present the certificate obtained from the War Records Section together with a check for \$8.00 payable to Lowell State College.

Veterans not possessing this certificate at the time of registration must pay full tuition and fees. A tuition refund will be given upon receipt of the exemption certificate. Tuition exemption is valid for four academic years only and must be renewed annually prior to the start of each academic year. Single course enrollments having no connection with overall planned higher education programs are not approvable.

All other veterans must make all provisions for reimbursement or subsistence directly with the Veterans Administration.

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## **LIBRARY**

The library is located on the main floor of the Administration building and contains a reading room with an adjoining reference section, a reserve book area, an open-shelf stack room, and a music archives area. The library houses a collection of 80,000 volumes, 590 periodicals, 6,000 phonograph records and albums, 70,000 microtext, including the complete ERIC materials, 2,300 microfilms, 288 music tapes, and special collections.

The Curriculum Materials Center is also located in the library. This educational resources center contains textbooks for both the elementary and secondary levels, literature for children and adolescents, a test collection, curriculum guides, and other materials of value to students preparing to teach.

The services of the library include the loan of books, pamphlets, filmstrips, and recordings to registered borrowers. The library staff provides library-orientation periods for classes to point out the important bibliographic tools necessary for basic research. Until the library moves to quarters in a new facility presently under construction, student facilities for study and research are limited to 200 spaces at tables and carrels. Accordingly, student observance of library regulations is fundamental to the functioning of library facilities.

The following regulations are presently in effect for all students of the college:

1. New students should apply for a library card at the beginning of the school year. This card must be presented to the circulation librarian whenever a student wishes to take materials from the library. The library card is valid until graduation or termination of enrollment and is not transferable. The owner of a library card is responsible for all material charged to his card.
2. Books may be borrowed for a period of two weeks and may be renewed for an additional period of one week unless they have been requested by other students or faculty members.
3. No more than five books may be charged at one time to a student.
4. A fine of 10 cents a day is levied for each overdue book.
5. Copies of reserve books are to be used for a period of two hours, at which time they may be recharged for an additional hour if other students have not requested them. Students keeping reserve books longer than two hours without permission will be fined 25 cents an hour.
6. Reserve books of which the library has more than one copy may circulate after 3 p.m. and are due at 9 a.m. the following day (excluding Sunday).
7. Fines of \$2.00 for the first day and \$1.00 for each day thereafter will be levied for overdue reserve books.
8. Periodicals may not be taken from the library. Students desiring to make extensive use of periodical articles are advised to make copies of the relevant portions of such articles on the self-operated photo-copy machine which the Student Government Association has provided for student use.
9. Students desiring to use periodicals, filmstrips, or microfilms within the library must secure these materials through the circulation desk.
10. PE phonograph records circulate for a one-week period and are not renewable. PH and PL phonograph records circulate for over-night use only.



11. Curriculum materials may be used in the library but may not circulate without specific authorization from college instructors.
12. Students who owe fines of \$2.00 or more, who retain library materials for three weeks or more beyond their authorized period of circulation, or who retain reserve materials for two days or more beyond their authorized period of circulation shall forfeit their library privileges. A student failing to return books by the beginning of the final examination period will have his grade report withheld and will have any requests for transcripts delayed until he has been cleared by the librarian.
13. Any student who steals or maliciously defaces library property shall forfeit his library privileges indefinitely.

## **LIBRARY HOURS**

### **DURING THE ACADEMIC YEAR**

<b>Monday through Thursday</b>	<b>8:00 AM to 10:30 PM</b>
<b>Friday</b>	<b>8:00 AM to 5:00 PM</b>
<b>Saturday</b>	<b>9:00 AM to 5:00 PM</b>
<b>Sunday</b>	<b>1:00 PM to 9:00 PM</b>

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### **DURING THE SUMMER SESSION**

<b>Monday through Friday</b>	<b>8:00 AM to 5:00 PM</b>
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## **EDUCATIONAL GOALS OF THE GRADUATE SCHOOL**

In 1965, the Great and General Court of the Commonwealth of Massachusetts ruled in the Willis-Harrington Report that the State Colleges were “to provide educational programs, research, extension, and continuing education in the liberal, fine and applied arts, in the sciences, and in other related disciplines through the master’s degree level. They shall provide a major emphasis on the preparation of teachers and other educational personnel.” In compliance with this mandate, the Board of Trustees of the Massachusetts State Colleges approved in January, 1967, the establishment of a Graduate School at Lowell State College, and granted permission for this school to offer four programs leading to

the Master of Education degree and three leading to the Master of Music Education degree.

The primary purpose of the Graduate School is to provide matriculated students with programs leading to the Master of Education and the Master of Music Education degrees. A secondary purpose, also emanating from the Willis-Harrington Report, is to offer graduate courses that will bring about professional improvement and will meet the educational needs of the community.

In accordance with its legal authorization and dual purpose, the Graduate School has adopted a general educational policy that combines the traditional with the innovative. Its modus operandi will be to:

1. Provide a scholarly environment for advanced study.
2. Demonstrate the application of research techniques to the solution of problems.
3. Join forces with other institutions, community groups, and state and federal agencies for the improvement of education.

The ideas inherent in this modus operandi will be implemented by the administration and faculty in a way that will illustrate their firm conviction of the soundness of the following behavioral objectives:

The Graduate School will produce individuals who are:

- a. **Open-minded** - receptive to any ideas for solving problems in education.
- b. **Sensitive** - able to recognize the problems and needs of the community in relation to the school system.
- c. **Informed** - knowledgeable of alternatives and techniques available for solving education problems.
- d. **Creative** - able to produce new ideas and techniques for solving educational problems.
- e. **Evaluative** - able to determine the merits of ideas and techniques at each step of the problem solving process.
- f. **Implementative** - able to apply ideas and techniques for solving educational problems.



## ADMINISTRATIVE ORGANIZATION

The Dean of the Graduate School is directly responsible to the President of Lowell State College for the organization and administration of all aspects of the graduate programs. He is assisted by the department chairmen of the various subject areas in the selection of graduate faculty and courses in their disciplines. With their assistance the dean selects coordinators and advisers for each of the master's degree programs. The coordinator has the following responsibilities:

1. To be a member of the Graduate Advisory Council assisting the dean in the administration of the Graduate School.
2. To advise the dean of the needs of his program in faculty, course offerings, materials, supplies, media, etc.
3. To recommend new faculty to the dean.
4. To study student applications for matriculation, and to recommend acceptance or rejection of applicants to the dean.
5. To assist the students to fill out the form Planned Program of Study and to advise them on their choice of courses to fill out their program.
6. To be the first reader of the theses and directed studies of the students

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In addition to the coordinator, each program has one or more advisers whose responsibilities are as follows:

1. To work closely with the coordinator in all aspects of their programs.
2. To assist the coordinator by advising students, being second reader of theses and directed studies, studying student applications for matriculation, etc.
3. To represent the coordinator in meetings of the Graduate Advisory Council, when the coordinator cannot be present.
4. To be the student's adviser in theses within the area of their specialty.
5. To offer courses and directed studies in areas of their specialty.

The dean has established a Graduate Advisory Council to assist him in the overall administration of the Graduate School; it consists of the coordinator

and / or the advisers of each program and 5 graduate students representing different degree programs. Its purposes are:

1. To establish the objectives of the Graduate School and of each program leading to the Master's Degree.
2. To review all programs to ascertain their consistency with the educational goals and purposes of the Graduate School.
3. To accept or reject new programs.
4. To review all policies of the Graduate School.
5. To establish any new policies deemed necessary.
6. To consider appeals by rejected applicants or dropped students.
7. To take action on any business that may come before it.

## ADMISSION POLICIES

There are two categories of admission to the Graduate School:

1. Admission to Graduate Study
2. Admission to Degree Candidacy or Matriculation

### ADMISSION TO GRADUATE STUDY

Students who have earned a bachelor's degree at an accredited institution are eligible to take graduate courses. Before registration for any particular semester, applicants for general admission to graduate study - referred to as **unclassified** students - must have sent to the Graduate Office an official transcript of their undergraduate record. In addition, they must take the Miller Analogies Test and have an official copy of the test score sent to the Graduate Office.

Students who score below 40 in the Miller Analogies Test may not register for a second semester at the Graduate School; they may retake this test, and if they score 40 or above, they will be admitted for Admission to Graduate Study. If they fail to achieve a score of 40 for the second time, they are dropped from the Graduate School. They may reapply for Admission to Graduate Study on the strength of satisfactory scores earned on the Graduate Record Examination.

The following unclassified students are exempt from taking the Miller Analogies Test:

1. Students on a master's degree program at another institution who have permission to transfer credits earned here to their degree program at the other university.
2. Students who already have earned a master's degree.

The Miller Analogies Test is administered by many college and university counseling services either weekly or on request. Applicants can obtain information and may make the necessary arrangements for the taking of this test by calling the local test center, Guidance Service of Merrimack College, 683-7111. Further information can be obtained by writing to the Psychological Corporation, 304 East 45th Street, New York, New York, 10017.

#### **ADMISSION TO DEGREE CANDIDACY OR MATRICULATION**

Applicants for matriculation into a degree program - those accepted are referred to as **matriculated** students - - must make formal application for admission to degree candidacy. Such applicants must have the following information sent to the Graduate Office:

1. An application form filled out in full.
2. An official copy of the transcript of the undergraduate record, and of any courses taken after the receipt of the Bachelor's degree.
3. An official copy of the test score earned on the Miller Analogies Test.
4. Three letters of reference - two from professors with whom the applicant has studied and one from the applicant's administrative superior. If the applicant has not worked, only two references are required.

When this material has been received, the dean will call the applicant in for an interview. Applicants whose folders are complete will be considered according to the following schedule:

1. By August 1, for the fall semester
2. By December 1, for the spring semester
3. By May 1, for the summer session

Admission to matriculation is granted or rejected on the basis of the following criteria:

1. Automatic Acceptance

Assuming that the letters of reference and the interview are positive, applicants will be given automatic acceptance according to the following chart:

Undergraduate Cumulative Average	Miller Analogies Test Score
3.0 or higher	45 or higher
2.5 to 2.9	50 or higher
2.0 to 2.4	55 or higher

2. Delayed Acceptance

Applicants whose Miller Analogies Test score falls below the prescribed level in any of the above categories, but is 40 or above, may take two courses at the Graduate School, one of which must be in the area in which the applicant wishes to earn his master’s degree. Acceptance or rejection will be based largely on the grades earned in these courses and on the recommendations of the faculty who teach them.

3. Provisional Acceptance

Applicants who meet all requirements but are lacking in some particular, such as an undergraduate prerequisite or teacher certification, may be admitted provisionally until the deficiency has been eliminated.

Applicants who score below 40 in the Miller Analogies Test will be requested to retake this examination. Applicants who fail to achieve a score of 40 or above for the second time will not be accepted as degree candidates. Such students may appeal to the Graduate Advisory Council for a reconsideration of their application on the strength of satisfactory scores achieved on the Graduate Record Examination.

Applicants for a master’s degree in music must present an audition in an area of applied music.



# ACADEMIC POLICIES

## ACADEMIC ADVISERS

When a student is accepted for matriculation into a program leading to the master's degree, he is assigned an adviser in the area of concentration selected. In consultation with his adviser, the student plans his entire program of study and submits it to the Graduate Office on the form entitled Planned Program of Study for the Master's Degree. The adviser and the student each retain a copy. This form must be approved by the adviser and Dean. Students whose background is such that they do not qualify for the required courses must take additional graduate and/or undergraduate courses to make up for these deficiencies. Such graduate courses may or may not be counted for the master's degree. The adviser and dean will decide which of these graduate courses, if any, will become part of the master's degree program.

## TRANSFER CREDIT

A maximum of six credit hours may be accepted as transfer credit from an institution which holds national accreditation for graduate study. Such courses must be graduate in level, of B grade or better, and acceptable for credit towards a master's degree by the institution where the courses were taken. No courses may be transferred which are more than 5 years old or which were earned in a program of continuing studies or extension.

The decision to accept transfer credits is made on the date that the Dean writes a letter to the student granting him admission for matriculation. Courses to be transferred are written in the student's Planned Program of Study for Master's Degree and thus become part of his overall program. No transfer credits will be accepted without an official transcript of the courses sent directly from the institution to the registrar's office. The transfer of credit is subject to the approval of the Dean of the Graduate School.

Unclassified students applying for matriculation may transfer no more than 12 credits earned at this Graduate School to their master's degree program. Such courses must be of B level or above and must fit into the program in which the student has elected to receive his degree. It must be clearly understood that all graduate courses do not automatically count towards the master's degree. The Dean and adviser will decide which courses are transferrable to the master's degree program.

## GRADING SYSTEM

Grade	Quality Points	Description
A	4.0	Outstanding, Superior
B+	3.5	Excellent
B	3.0	Good
C+	2.5	Fair
C	2.0	Minimum Passing Grade
P	---	Passing (Used in workshops, clinics, internships, and the like)
F	0	Failure
W	---	Withdrawn
WP	---	Withdrawn - Pass
WF	0	Withdrawn - Fail
INC	---	Incomplete (To be changed to a letter grade no later than the end of the following semester; otherwise it is changed to F)
AU	---	Audit

A cumulative average of 3.0 is required for eligibility to receive the master's degree.

C's received in the required courses of the major area of concentration will not count towards the master's degree.

If a student receives two C's, the dean and coordinator of the program in which the student is enrolled will decide whether he is to be dropped from the Graduate School or placed on probation. A student on probation who receives a third C will be dropped from the Graduate School.

A student dropped for academic reasons may appeal to the Graduate Advisory Council for a reconsideration of his case. The decision reached by this committee is final.



## WITHDRAWALS

Students who wish to withdraw from a course are to fill out the appropriate form obtainable in the Registrar's office. The signature of the instructor of the course or that of the dean is necessary to effect the withdrawal. After the form has been properly filled out, it is returned to the Registrar. The date on which the Registrar receives this withdrawal form properly filled out is the one used in computing the amount of refund to be received.

Students who withdraw from a course within the first two weeks of the semester will receive no grade. Those who withdraw within the next eight weeks will receive the grade "W". Those who withdraw after the tenth week must be graded "WP" if passing at the time of withdrawal, or "WF" if failing at the time of withdrawal. Students who do not officially withdraw from a course will receive the grade "F" for that course. Students will be graded for all courses for which they register unless they formally withdraw from them.

Students who wish to transfer from one course to another may do so by filling out the appropriate form obtainable in the Registrar's office. The signature of both instructors or that of the dean is necessary, after which the form is returned to the Registrar's office.

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Withdrawal from the Graduate School is effected through an interview with the dean. Students may write a letter to the dean relating their intention to withdraw. A formal notice of the withdrawal is kept in the student's folder.

## COURSE LOAD

A full-time load consists of 12 credit hours of courses in the fall and spring semesters, and 6 during the summer session. Part-time students having full-time teaching, supervisory, or administrative responsibilities may not take more than 6 credit hours in the fall or spring semesters and no more than 3 during the summer session.

## SYSTEM OF COURSE NOTATION

All course offerings carry three semester hours of credit unless otherwise indicated and are designated by two letters identifying the area of study and a number. All courses numbered 500 and above are graduate courses and are open only to students who have completed baccalaureate studies.

## **SCHEDULE OF CLASSES**

**Fall and Spring Semesters**

**Tuesday, Wednesday, and Thursday**  
**4 - 6:30 and 6:30 - 9:00 PM**

**Summer Session**

**Monday through Friday**  
**8:45 AM - 10:00 AM**  
**10:15 AM - 11:30 AM**  
**11:45 AM - 1:00 PM**

## **CERTIFICATION**

Teacher certification is the responsibility of the State Department of Education. Inquiries relative to certification should be addressed to Director of the Division of Teacher Certification, State Department of Education, 182 Tremont Street, Boston.

## **TRANSCRIPTS**

Requests for official transcripts must be initiated by students on an official form obtainable from the registrar's office. The fee for each transcript is \$1.00, payable in advance in the form of a check made out to Lowell State College.

## **RESIDENCY**

To meet the residence requirement, students must study full-time for at least one semester; taking 6 credit hours during the summer session will satisfy this requirement.

## **BOOKSTORE**

All texts and materials for courses may be purchased in the college bookstore which is located in the basement of the Education Building.

## **GRADUATE ACTIVITIES ASSOCIATION**

All graduate students are members of this student organization, which acts as a liaison between students, faculty, and administration. While its function is mainly social, the association participates in academic aspects of the Graduate School in various ways, such as selecting the students to be members of the Graduate Advisory Council and the College Senate.

# **PROGRAMS LEADING TO THE MASTER'S DEGREE**

The Graduate School offers programs leading to two master's degrees - the Master of Education, and the Master of Music Education. (It is anticipated that the school will offer a third degree, the Master of Music, in September, 1972.)

## **MASTER OF EDUCATION DEGREE PROGRAMS**

**MASTER OF EDUCATION IN ELEMENTARY EDUCATION**

**MASTER OF EDUCATION IN ADMINISTRATION AND SUPERVISION**

**MASTER OF EDUCATION IN READING**

**MASTER OF EDUCATION IN LEARNING DISABILITIES** (Anticipated in September 1972)

**MASTER OF EDUCATION IN MIDDLE SCHOOL STUDIES** (Anticipated in September 1972)

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## **MASTER OF MUSIC EDUCATION DEGREE PROGRAM**

**MASTER OF MUSIC EDUCATION IN ADMINISTRATION AND SUPERVISION OF MUSIC, VOCAL, INSTRUMENTAL, AND / OR GENERAL MUSIC TEACHING**

**MASTER OF MUSIC IN APPLIED MUSIC, MUSICOLOGY, AND MUSIC THEORY - COMPOSITION** (Anticipated in September 1972)

## **GENERAL REQUIREMENTS FOR ALL MASTER OF EDUCATION DEGREE PROGRAMS**

1. A bachelor's degree from an accredited institution with at least 25% of the undergraduate courses taken in the general studies areas. Those lacking in some aspect of this background must eliminate the deficiencies before being admitted to matriculation or degree candidacy. This can be done by taking approved undergraduate or graduate courses; the latter may or may not count towards the master's degree. The decision to accept such credits is made when the student makes out his Planned Program of Study in conference with the coordinator and / or Dean.

2. There must be an undergraduate course in some aspect of the Philosophy, History, or Sociology of Education, and one in some aspect of Educational Psychology.
3. The student must have teacher certification in the appropriate area and level in accordance with the regulations of the Massachusetts Department of Education.
4. All requirements for the master's degree program must be fulfilled within 6 years of the date of admission to graduate study.
5. A full - time program of study for at least one semester is necessary to meet the residence requirement; this is usually done by taking 6 credit hours during the summer session.
6. A minimum of one year's teaching experience before acceptance for matriculation.

#### **GENERAL REQUIREMENTS FOR MASTER OF MUSIC EDUCATION DEGREE PROGRAM**

1. A bachelor's degree from an accredited institution with a major in music or music education, and at least 20% of the undergraduate courses taken in the general studies areas. The undergraduate study must include applied music, attaining the equivalency of level 8 in an area of applied music, vocal or instrumental. The student must demonstrate proficiency in sight singing and dictation, music theory, music history, conducting, and functional piano or orchestral instruments. Those whose undergraduate record reveals weakness in any of these areas will be given a qualifying examination, the failing of which will necessitate undergraduate prerequisites. Those lacking methodology and / or education courses will remedy this deficiency by taking undergraduate or graduate courses; the latter may or may not count towards the master's degree. The decision to accept such credits is made when the student makes out his planned program of study in consultation with the coordinator and / or Dean. All deficiencies must be taken care of before admission to a degree program.
2. There must be an undergraduate course in some aspect of the Philosophy of Education or of Music Education, and one in some aspect of Educational Psychology.



3. There must be an audition in the major area of applied music.
4. The student must have teacher certification in music on both the elementary and secondary levels in accordance with the regulations of the Massachusetts Department of Education.
5. All requirements for the master's degree program must be fulfilled within 6 years of the date of admission to graduate study.
6. The residence requirement is the same as that for the M. Ed. candidates.
7. A minimum of one year's experience in teaching music in public schools before acceptance for matriculation.

## **MASTER OF EDUCATION DEGREE PROGRAM IN ELEMENTARY EDUCATION**

**Dr. Rosemarie Giovino, Coordinator  
William F. Murphy, Adviser**

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### **ELEMENTARY EDUCATION**

#### **OBJECTIVES**

The graduate will be able to:

1. Evaluate children individually by tests, analysis of input data, anecdotal record, and observation.
2. Construct pupil performance objectives in behavioral terms.
3. Select appropriate instructional strategies for group and/or individualized teaching.
4. Select appropriate instructional materials.
5. Create an environment and atmosphere which enhance learning by children.

## COURSES OF STUDY

### REQUIRED COURSES

#### I. One of the following Humanistic Studies:

ED 588	ISSUES IN THE PHILOSOPHY OF EDUCATION	3 sh
ED 587	ISSUES IN THE SOCIOLOGY OF EDUCATION	3 sh
ED 589	HISTORY OF CONTEMPORARY EDUCATIONAL THOUGHT	3 sh

#### II. One of the following Behavioral Studies:

ED 514	SEMINAR IN DEVELOPMENTAL PSYCHOLOGY	3 sh
ED 511	THEORIES OF LEARNING	3 sh

#### III. The following courses:

ED 500	RESEARCH IN EDUCATION	3 sh
ED 516	EVALUATIVE TECHNIQUES	3 sh
ED 525	INNOVATIONS IN ELEMENTARY SCHOOL INSTRUCTION	3 sh
ED 520	CURRICULUM DESIGN IN ELEMENTARY SCHOOL	3 sh

### RECOMMENDED COURSES

ED 542	DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES	3sh
ED 546	INTRODUCTION TO LEARNING DISABILITIES	3 sh
ED 501	RESEARCH IN ELEMENTARY EDUCATION	3sh
ED 526	SEMINAR IN ANALYSIS OF TEACHING	3 sh
ED 590	DIRECTED STUDY IN ELEMENTARY EDUCATION	3 sh

Students may choose between a program of 36 credit hours of courses approved by his adviser, or one of 30 hours which would include the course Research in Elementary Education and would require a thesis. Such a program must be approved by the adviser and the dean. The thesis topic and outline must be accepted by the adviser and dean no later than one semester before completion of the other requirements for the master's degree.

In addition, there is the requirement of a practicum organized around the student's teaching, either as a directed study or as part of a course.

Students will fill out the balance of their programs with courses in the Humanities or in Education, with the assistance and approval of their adviser.



# **FULL-TIME MASTER OF EDUCATION DEGREE PROGRAM FOR TEACHER PREPARATION IN ELEMENTARY EDUCATION**

**Dr. Richard Sprague, Coordinator**  
**Dr. Michael Schiro, Adviser**

The Graduate School, in conjunction with the Lowell Model Cities Agency, is offering a program for teacher preparation in elementary education leading to the master of education degree in a full - time, fourteen month course of study. The dual sponsorship of this program is indicative of its two central purposes; (1) the facilitation of the personal and professional growth of the participants, and (2) the generation and implementation in schools of innovative and alternative models of education.

This program will run for two summer sessions of 6 weeks with a full year of teaching and studying coming between them. The course of study is limited to about thirty students, ten of whom will be experienced teachers in the Lowell School System and the other twenty, novices with or without a background in education. The structure of the program will center around a variety of activities rather than formal graduate courses.

Each student will be a member of six groups :

- |                            |               |
|----------------------------|---------------|
| 1. Teaching team           | 3-4 members   |
| 2. School group            | 9-12 members  |
| 3. Curriculum group        | 6-7 members   |
| 4. Expressive arts group   | 10-12 members |
| 5. Informal seminar groups | varying sizes |
| 6. Program group           | all students  |

The students as members of groups and as individuals will participate in many activities, for example:

1. Teach children
2. Meet with fellow team members
3. Meet with staff
4. Observe classes
5. Observe individual children
6. Participate in seminars
7. Participate in individual and group supervision
8. Visit other schools and educational organizations
9. Work alone
10. Attend workshops

The students' programs will be individualized along the lines of courses such as the following, with a minimum total of 36 credits:

1. Clinical experiences	9-12 sh
2. Curriculum Methods	6-9 sh
Communication	
Mathematics	
Science	
The Arts	
Social Studies	
3. Alternative Models of Education	3 sh
4. Expressive Arts	3-6 sh
5. Psychology	3-6 sh
6. Individual and Group Supervision	3-6 sh
7. Problems of Urban Education	3 sh
8. Value Clarification and Moral Education	3 sh
9. The City of Lowell as a Learning Resource	3 sh
10. Courses generated by students	1-? sh

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Credits may not be transferred into this program or to other programs.

#### COST OF PROGRAM

Registration fee for 4 semesters @ \$10.00	\$40.00
Tuition - 36 credits @ \$18.00 per credit	648.00
(Massachusetts residents)	
36 credits @ \$25.00 per credit	900.00
(non - residents)	
Library fee for 4 semesters @ \$5.00	20.00
Graduate Activities fee for 4 semesters @ \$3.00	12.00
Placement fee	5.00
Total cost for Mass. residents	\$685.00
Total cost for non - residents	937.00

# SCHOLARSHIPS

The Model Cities Agency will provide a scholarship of \$685.00 to each Lowell teacher selected for the program.

The Model Cities Agency will provide a scholarship of \$400.00 to each novice teacher selected for the program.

## SCHEDULE OF PAYMENTS FOR NOVICES

Massachusetts Residents	Non-Massachusetts Residents	Time
18.00	60.00	Registration for first summer session
122.00	206.00	Registration for fall semester
122.00	206.00	Registration for spring semester
18.00	60.00	Registration for second summer session
5.00	5.00	Application for M. Ed. degree

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For consideration the following materials must be in the dean's office by May 1, 1972:

1. An application form properly filled out
2. Three letters of reference
3. Official transcripts of undergraduate study and of any college courses taken after receiving the bachelor's degree
4. An official copy of the score earned on the Miller Analogies test

For the complete brochure on this program and application forms, write to:

Dean of the Graduate School  
Lowell State College  
Lowell, Massachusetts 01854

or call

454-8011 — Ext. 221,222  
454-8015 — After 5:00 P.M.

## **MASTER OF EDUCATION IN ADMINISTRATION AND SUPERVISION**

**Dr. M. Virginia Biggy, Coordinator**  
**Dr. Howard H. Kingsley, Adviser**

### **OBJECTIVES**

By sharing his professional responsibilities with his staff and students in accordance with the principle of the participation of all in decision - making, the graduate will be able to:

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1. Develop, coordinate, implement, and evaluate a school philosophy and its objectives, curricular and extracurricular activities, inservice programs, and innovative courses that together realize the concept that a curriculum is continually questioned.
2. Use supplies, equipment, facilities, and community and regional resources to provide the best continual education programs possible.
3. Provide for instructional supervision and staff evaluation.
4. Formulate a budget and prepare proposals to best serve the above objectives.
5. Practice school law as it best serves the above objectives.
6. Establish productive communication within the school and community.

## COURSE OF STUDY

### REQUIRED COURSES

#### I. One of the following Humanistic Studies

ED 588	ISSUES IN THE PHILOSOPHY OF EDUCATION	3 sh
ED 587	ISSUES IN THE SOCIOLOGY OF EDUCATION	3 sh
ED 589	HISTORY OF CONTEMPORARY EDUCATIONAL THOUGHT	3 sh

#### II. One of the following Behavioral Studies:

<u>ED 511</u>	THEORIES OF LEARNING	3 sh
HU 582	GROUP AND INTERPERSONAL RELATIONSHIPS	3 sh
HU 583	DYNAMICS OF GROUP PROCESS THEORY AND PRACTICE	3 sh

#### III. The following courses

ED 500	RESEARCH IN EDUCATION	3 sh
{	HU 530 THEORY OF ADMINISTRATION OR	3 sh
	ED 521 CURRICULUM THEORY	3 sh
{	ED 581 EDUCATIONAL ORGANIZATION AND ADMINISTRATION OR	3 sh
	ED 582 SUPERVISION IN PUBLIC SCHOOLS	3 sh
	ED 583 FINANCIAL AND / OR LEGAL ASPECTS OF SCHOOL ADMINISTRATION	3 sh
{	ED 585 INTERNSHIP IN ADMINISTRATION OR	3 sh
	ED 586 INTERNSHIP IN CURRICULUM AND SUPERVISION	3 sh

#### IV. At least two of the following:

ED 526	SEMINAR IN THE ANALYSIS OF TEACHING	3 sh
ED 516	EVALUATIVE TECHNIQUES	3 sh
ED 599	ISSUES IN TEACHER EDUCATION	3 sh
ED 552	EARLY CHILDHOOD EDUCATION	3 sh
ED 578	SCHOOL - COMMUNITY RELATIONS	3 sh
ED 524	MEDIA IN LEARNING	3 sh
ED 523	SYSTEMS APPROACH TO THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS	3 sh
ED 525	INNOVATIONS IN ELEMENTARY SCHOOL IN- STRUCTION	3 sh
ED 527	INNOVATIONS IN SECONDARY SCHOOL INSTRUCTION	3 sh
ED 556	PRINCIPLES OF GUIDANCE	3 sh

36 credit hours of courses approved by the adviser are required for the degree. Students will fill out the balance of their programs with courses in the Humanities or Education, with the assistance and approval of their adviser.



**MASTER OF EDUCATION DEGREE PROGRAM IN READING -  
SPECIALIST K THROUGH 12**

**Dr. Margaret R. Shannon, Coordinator  
Dr. Anne M. McParland, Adviser**

**OBJECTIVES**

Graduates majoring in the Reading Program will be able to:

1. Select and administer the testing or assessment device which is most likely to achieve a relevant, valid, and reliable indication of achievement or diagnosis of a reading problem, and interpret the results.
2. Create behavioral objectives based on assessment data, select content to meet these objectives, and select and implement the processes of instruction to achieve the desired objectives.
3. Plan, develop, coordinate, and implement a reading curriculum; select and evaluate materials, personnel, and programs for the given area of supervision.

## COURSE OF STUDY

### REQUIRED COURSES

#### I. One of the following humanistic studies:

ED 587	ISSUES IN THE SOCIOLOGY OF EDUCATION	3 sh
ED 588	ISSUES IN THE PHILOSOPHY OF EDUCATION	3 sh
ED 589	HISTORY OF CONTEMPORARY EDUCATIONAL THOUGHT	3 sh

#### II. One of the following behavioral studies:

ED 511	THEORIES OF LEARNING	3 sh
ED 510	SEMINAR IN DEVELOPMENTAL PSYCHOLOGY	3 sh

#### III. ED 500 RESEARCH IN EDUCATION 3 sh

#### IV. Specialist in Reading - (Courses must be taken in the sequence as listed)

ED 573	ACQUISITION OF LANGUAGE	3 sh
ED 562	DEVELOPMENTAL READING: ELEMENTARY SCHOOL	3 sh
ED 563	DEVELOPMENTAL READING: SECONDARY SCHOOL	3 sh
ED 542	DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES	3 sh
ED 545	PRACTICUM IN READING	3 sh
ED 595	ANALYSIS OF RESEARCH IN READING	3 sh

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### RECOMMENDED COURSES

ED 526	SEMINAR IN THE ANALYSIS OF TEACHING	3 sh
ED 582	SUPERVISION IN PUBLIC SCHOOLS	3 sh
ED 546	THEORIES OF LEARNING DISABILITY	3 sh
ED 510	INDIVIDUAL PSYCHOLOGICAL ASSESSMENT: INTELLIGENCE	3 sh
ED 543	LITERATURE FOR CHILDREN	3 sh
ED 544	LITERATURE FOR YOUNG ADULTS	3 sh

36 credit hours of courses approved by the adviser are required for the degree. Students will fill out the balance of their programs with courses in the Humanities or Education, with the assistance and approval of their adviser.

## **MASTER OF MUSIC EDUCATION DEGREE PROGRAM**

**Dr. Edward F. Gilday, Coordinator**  
**Paul L. Gayzagian, Adviser**  
**Willis Traphagan, Adviser**

### **OBJECTIVES**

- I. Select, develop, use and evaluate appropriate materials and effective strategies for the teaching of vocal, instrumental, and / or general music in public schools.
- II. Evaluate resources in musicological research and in the advanced study of music and music theory for implementation in public school music teaching.
- III. Develop, administer, and evaluate a music curriculum K through 12.

## COURSE OF STUDY

### REQUIRED COURSES

HU 595	AESTHETICS	3 sh
MU 590	PSYCHOLOGY OF MUSIC	3 sh
MU 535	INTRODUCTION TO GRADUATE STUDY IN MUSIC	3 sh
ED 500	RESEARCH IN EDUCATION	3 sh
MU 500,501	APPLIED MUSIC	2 sh
MU 510, 511	ENSEMBLE	1 sh

A course in	MUSIC HISTORY	3 sh
A course in	MUSIC THEORY	3 sh

For those involved or interested in administration and supervision

ME 580	ADMINISTRATION AND SUPERVISION OF MUSIC EDUCATION	3 sh
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Any of the following:

HU 531	THE PHYSIOLOGY AND PSYCHOLOGY OF HEARING AND SINGING	3 sh
MU 577	THE TRAINING OF CHILDREN'S CHORUSES	3 sh
ME 569	THE PEDAGOGY OF MUSIC THEORY	3 sh
ME 565	TEACHING MUSIC THROUGH THE HUMANITIES APPROACH	3 sh
MU 525	ELECTRONIC MUSIC	3 sh
ME 566	TECHNIQUES OF GROUP AND INDIVIDUAL VOCAL TRAINING	3 sh
ME 567	TECHNIQUES OF GROUP AND INDIVIDUAL INSTRUMENTAL TRAINING	3 sh
MU 540	ADVANCED CONDUCTING	3 sh
MU 524	TWENTIETH CENTURY TECHNIQUES IN COMPOSITION	3 sh

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Students may choose between a program of 36 credit hours of courses approved by their adviser, or one of 30 hours with a thesis or lecture - recital. There may be a directed study on an individual basis taken in conjunction with the latter option. The thesis topic and outline, or the lecture - recital program must be accepted by the adviser and dean no later than one semester before the completion of requirements for the master's degree.

Students will fill out the balance of their programs with courses in the Humanities, Education, or Music, with the assistance and approval of their adviser.



# COURSE DESCRIPTIONS

## ADMINISTRATION AND SUPERVISION

### ED 578 SCHOOL-COMMUNITY RELATIONS

The various factors affecting the school and the community will be explored with particular reference to the sensitive areas, such as communication, budget, school committee, and pressure from political groups and parents.

### ED 579 THE ROLES OF THE ADMINISTRATOR

At the end of this course the student will be able to: (1) identify the major competencies of a team leader as a curriculum coordinator, an instructional supervisor and an organizational planner; (2) design an inservice program for developing in teachers instructional and organizational competencies related to individualized programs of education; and (3) construct a flexible scheduling procedure which considers the organizing factors of time, physical space, student grouping patterns, personnel assignments, materials and equipment. (Summer)

### ED 580 SCHOOL PERSONNEL MANAGEMENT

Focus on the management, analysis and development of human resources in the school system. Includes techniques, procedures and trends in the areas of staff recruitment and selection, policy development, planning and budgeting. Some emphasis on working with middle management in staffing diversified schools. Varied experiences in the course will include surveys, discussion groups, case materials and group and individual projects.

### ED 581 EDUCATIONAL ORGANIZATION AND ADMINISTRATION

A basic introduction to the field of administration, this course investigates problems in the areas of program, services, plant, facilities, personnel, and public relations. (Fall)

### ED 582 SUPERVISION IN PUBLIC SCHOOLS

Focus in this course will be on interdisciplinary foundations of supervision. Attention will be given the following areas: function of theory, change, individual and group relationships in organizations, staff influence processes, talent utilization, and evaluation. All class participants will contribute to the content of the course by submitting current issues of school supervision of concern to them for total group analysis. (Spring)

### ED 583 FINANCIAL AND / OR LEGAL ASPECTS OF SCHOOL ADMINISTRATION

Principles of optimum resource allocation and public finance are applied to the problems of developing, managing, and financing American public education. The evolution, principles, and practice of school law will be examined in relation to local, state, and national units of organization. (Fall, Spring)

## ED 584 ISSUES IN SCHOOL ADMINISTRATION

Primary emphasis in this course will be placed on fundamental organizational phenomena and the issues of school administration of current import in public schools. Study of the relationship of these issues to the processes of change in organizations and organizational analysis will be made. Additionally, developments in related social sciences will be included to the extent that they contribute to an understanding of issues in school administration.

## ED 585 INTERNSHIP IN ADMINISTRATION AND SUPERVISION

The various administrative functions will be conducted in a realistic setting under the direction of experienced school personnel. (3-6sh, Summer)

## CURRICULUM AND INSTRUCTION

### ED 520 CURRICULUM DESIGN IN THE ELEMENTARY SCHOOL

This course will examine the basic rationale of contemporary curriculum movements at both the elementary and secondary levels. Topics discussed will include the social context of education, role of the disciplines, and the "hidden" curriculum. (Summer)

### ED 521 CURRICULUM THEORY

Different types of curricular ideologies and methods of creating curricula will be examined. Based upon such examination students will create curricula using different ideological viewpoints and different methods of curriculum development. A sample of other issues to be discussed include (a) what are different ways of disseminating curricula so that they can be used by others than the creators, (b) what are the variety of ways of evaluating curricula (as distinct from the issues of student evaluation or teacher evaluation), (c) what are the variety of existent resources that can be drawn upon by developers of curricula, and (d) what is the relationship between current curricular trends and curricular trends of the past. (Spring)

### ED 522 STRATEGIES FOR IMPLEMENTATION OF CURRICULUM INNOVATIONS

Innovative practices in the modern school program will be examined in terms of recent theoretical frameworks. As innovations are not truly innovative until implemented, a major focus of the course will be to explore practical methods of implementing theory. The organization of innovative learning experiences will be considered in the light of sociological, psychological, and philosophical foundations of curriculum. The major areas of decision making to be explored are: behavioral objectives, staffing patterns, learning experiences, and evaluation. There will be opportunity to observe innovative practices.

### ED 523 A SYSTEMS APPROACH TO DEVELOPING INSTRUCTIONAL MATERIALS

At the conclusion of this course the participant will be able to (1) define a structure of

knowledge and process goals for a unit of study in his area of specialization; (2) write behavioral objectives which will define levels of pupil achievement for the knowledge and process goals in the unit; (3) design teaching strategies, multi-media materials and pupil activities geared to helping students acquire each objective in the unit; and (4) construct measurement and evaluation devices to determine the degree to which the objectives of the unit are attained.

ED 525 INNOVATIONS IN ELEMENTARY SCHOOL INSTRUCTION

The course will emphasize an in-depth study of several current innovations in teaching, including such topics as: the open classroom; team teaching; clustering; continuous learning programs; and individualized instruction. (Summer)

ED 526 SEMINAR IN THE ANALYSIS OF TEACHING (GROUP SUPERVISION)

Experienced teachers seldom have an opportunity to discuss and receive feedback about their teaching. This course is designed to provide such an opportunity. Emphasis is on the analysis of tape or video recordings of the teaching done by members of the class. Readings in teaching will supplement class discussion of tapes. (Fall)

ED 527 INNOVATIONS IN INSTRUCTION IN SECONDARY SCHOOLS

This course will study alternative approaches to instruction in secondary schools and attempt to evaluate their effectiveness.

ED 529 INSTRUCTIONAL MESSAGE DESIGN

This course presents basic techniques for designing and analyzing instructional packages. Emphasis is placed on the specification of instructional objectives, the design and selection of instructional alternatives, and evaluation of instruction. (Spring)

ED 530 THE CREATIVE ARTS IN THE ELEMENTARY CURRICULUM

A study of creative approaches to teaching art, music and movement, poetry, speech and dramatization in the elementary curriculum with special attention to problems of selection, organization, and presentation of varied media and activities. Involvement in laboratory situations will provide opportunities for teaching experiences in all areas.

ED 531 ART IN THE CLASSROOM

This course analyzes the psychology of children's art and suggests ideas which stimulate the creative ability of children, and contribute to learning. It consists of a series of studio experiences with a variety of art media.

ED 539 THE ENGLISH EDUCATION CURRICULUM

Students in this course will explore the role of language in the school. The entire curriculum will be studied, but emphasis will be upon the secondary school. The goal will be to suggest alternatives to the present three-part structure: grammar, writing, and literature. Sources for the discussion will be some innovations in the British schools, as well as the proposals of such American writers as Herbert Kohl and George Dennison.

Specific objectives of the course: to re-analyze the goals of language study, to explore various suggestions for change, and to suggest alternatives to present English curriculum.

**ED 540 CURRENT TRENDS IN TEACHING THE LANGUAGE ARTS**

The teaching of the language arts with emphasis on the teaching of reading. Current innovations in methods, materials, and organization of reading and related language arts programs are examined in the light of theory, research, and practice.

**ED 541 LINGUISTICS AND ENGLISH TEACHING**

This course will deal with certain topics related to the teaching of English: learning to read and to write, improving the range of speaking and listening skills, the place of linguistics in the English curriculum. These will be explored through the perspective of transformational linguistic theory, the outlines of which will also be a major topic of the course. (Fall)

**ED 550 CURRENT TRENDS IN ELEMENTARY SCHOOL SCIENCE**

The new elementary school science curricula will be examined with emphasis on the relationship between science and other curricular areas: art, language arts, mathematics, music, and social studies. Students will have an opportunity to work with selected materials from three major national science programs. Additional topics to be considered will include: (1) differing aims and attitudes of Elementary Science Programs, (2) major science concepts and Elementary School Science, (3) using the processes of science, (4) selection of appropriate materials, (5) classroom handling of science materials, (6) sources for science materials.

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**ED 551 CURRENT TRENDS IN THE TEACHING OF MATHEMATICS.**

New themes have modified the topics and types of emphasis evident in the contemporary school Mathematics program. Manipulative objects such as pegboards, attribute blocks, and Cuisenaire rods buttress the traditional elementary training and pave the way for spiraling curricular developments. Modular systems, probability, and geometric puzzles are enriching the middle school's math curriculum. Study of the logical properties of mathematical systems can strengthen one's understanding the rationale for arithmetic operations and algebraic manipulations. Finally, some consideration of the relations between theory and application, between doing and thinking about math and between the content of algebra and geometry will complete an overview of math education today. (Spring)

**ED 553 CURRENT TRENDS IN TEACHING SOCIAL STUDIES**

The course will emphasize an investigation of the current materials and methods used in the teaching of Social Studies. The roles of cultural anthropology, sociology, psychology, and economics as they relate to this area of instruction will be considered. Emphasis will be given to the study of methodology, primarily the use of the inductive method in the classroom. An attempt will be made to have students translate the theory into practical models which teachers can apply within the public school classroom. (Fall)



ED 554 SEMINAR ON INQUIRY LEARNING IN THE SOCIAL STUDIES

A critical analysis of inquiry learning in social studies education. A major portion of the course will consist of an examination of the methods and goals of the historian and the social scientist. Alternative models for generating knowledge will also be investigated. The relationship between these various modes of inquiry and elementary and secondary education will be discussed.

ED 555 SEMINAR ON MORAL DEVELOPMENT AND MORAL EDUCATION

Deals with theory and research on the development of moral beliefs, the relation of moral beliefs to moral conduct, and cultural universals and variations in moral development. Educational implications of current theory and research will be discussed.

ED 557 BEHAVIORAL OBJECTIVES AND STRATEGIES IN TEACHING

This course will examine the behavioral approach to decision-making in the formulation of objectives and strategies in teaching. The construction of behavioral statements of content objectives and of cognitive and affective process-goals will be studied and practiced, leading to an investigation of task-analysis procedures and of deductive and inductive strategies in the teaching-learning of skills, concepts, and processes.

ED 561 CURRICULUM AND INSTRUCTION IN THE MIDDLE SCHOOL

At the conclusion of this course the participant will be able to (1) describe the structure of knowledge in his major discipline; (2) demonstrate a mastery of the methods of inquiry in his discipline; (3) construct behavioral objectives related to knowledge and process goals; (4) construct measuring devices to evaluate the degree of attainment of knowledge and process goals.

ED 575 THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

The study of techniques and materials in the teaching of English to speakers of other languages. Special attention will be given to cultural differences and language problems of minority-group students in elementary and secondary schools. Lectures and workshop.

ED 586 INTERNSHIP IN CURRICULUM AND INSTRUCTION

Curricula will be developed and implemented in a realistic setting under the direction of experienced school personnel. (3-6 sh, Summer)

ED 598 WORKSHOP IN ELEMENTARY SCHOOL SCIENCE

The underlying philosophy and materials of Elementary Science Studies, a program developed by the Educational Development Center, will be compared with those of other elementary school science programs. Emphasis will be placed upon those using the science program for free exploration combined with developing skills in cognitive thinking, language arts and mathematics.

## ED 599 INSTITUTE ON ISSUES IN TEACHER EDUCATION

The purpose of this course is to develop a cadre of cooperating teachers with whom elementary student teachers may be placed. The cooperating teachers would share in the responsibility of preparing the prospective teachers in cooperation with supervisory college faculty.

## EDUCATION

### ED 500 RESEARCH IN EDUCATION

Students will be able to (a) construct statistically testable hypotheses in education, (b) design research studies appropriate to the hypotheses, and (c) apply statistical tests appropriate to the research designs. Also students will be able to evaluate completed studies in educational research according to criteria established in the course. (Spring, Fall, Summer)

### ED 501 RESEARCH IN ELEMENTARY EDUCATION

Thorough exploration of selected topics in elementary education on an individual basis.

### ED 513 TESTS AND MEASUREMENT

The course will deal with test construction and interpretation. Students will construct cognitive behavioral objectives at various levels of intellectual functioning and test items to determine the attainment of the objectives. Students will also be able to interpret and apply statistical concepts essential to test construction and the analysis of standardized tests. Finally, several standardized tests will be evaluated according to criteria established in the course.

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### ED 516 EVALUATIVE TECHNIQUES

This course will consider the development of behavioral objectives in a sequential pattern of development. Techniques of formative and summative evaluation of (a) student learning and (b) curriculum design will be studied. (Fall, Spring)

### ED 518 THE CONSTRUCTION OF INSTRUMENTS TO MEASURE AFFECTIVE LEARNING

The students will be able to state objectives behaviorally in the affective learning domain, to construct closed-and open-ended evaluation instruments appropriate to different types of affective learning behavior, to evaluate the strengths and weaknesses of existing affective instruments for measuring affective learning behavior, and to administer and interpret the results of a variety of affective instruments and techniques. A background in measurement, statistics, or math is required.

### ED 524 MEDIA IN LEARNING

This course is designed to help the educator analyze the role of media in the learning process. The growth of media impact on education and its characteristics are discussed. Software development is emphasized. (Fall)

ED 528 THE MIDDLE SCHOOL CONCEPT

At the conclusion of this course, the participant will be able to (1) compare and contrast a Middle School program with a Junior High School program; (2) identify the physical, emotional, social and intellectual needs and characteristics of the Middle School student; (3) describe the major curriculum, instructional and organizing factors which influence the learning process of the Middle School student; and (4) describe the characteristics of a Middle School teacher. (Fall and Spring)

ED 532 MEASUREMENT OF INTELLIGENCE

This course traces the development of intelligence testing in our society, considering topics such as the nature of intelligence, the value of intelligence testing in terms of diagnosis, description and prediction, and the correct use and interpretation of test results. The advantages of group vs. individual, verbal vs. nonverbal and culture-free vs. culture-biased tests are also considered. Appropriate measurement and statistical background are provided where necessary.

ED 552 EARLY CHILDHOOD EDUCATION

In this course students will study various approaches to effective teaching and learning of children in the pre-school through the primary school age bracket. Cognitive, psychomotor, and affective learning will be explored, with particular emphasis on communication. Extensive use of research will be demanded.

ED 556 PRINCIPLES OF GUIDANCE

Students will be exposed to the meaning and scope of pupil personnel services. The roles and functions of the pupil personnel specialists will be explored in depth. Some emphasis will be placed on program development and innovative practices. (Summer)

ED 560 THE ROLES OF THE TEACHER

At the conclusion of this course the participant will be able to (1) demonstrate the various roles of the teacher, construct a case study relating to these roles; (3) construct or select teaching strategies and pupil activities related to specific needs; (4) interpret measuring devices selected or constructed to determine pupil needs; (5) demonstrate the ability to construct an individualized program of instruction for one or more pupils.

ED 574 PRINCIPLES OF HEALTH EDUCATION

This course will deal with the total aspect of health education today by an exploration of such topics as pollution, physical fitness, mental health, drugs, sex education, nutrition, and medical care.

ED 587 ISSUES IN THE SOCIOLOGY OF EDUCATION

This course covers a number of topics in sociology that are of special relevance to the field of education. While coverage is broad, effort is made to be selective of the most crucial problems and the best work in the interdisciplinary fields. (Spring)

ED 588 ISSUES IN THE PHILOSOPHY OF EDUCATION

Topics of contemporary concern will be examined with a view to their philosophical basis. Where applicable, views of the great philosophers will be examined relative to these topics. (Fall)

ED 589 HISTORY OF CONTEMPORARY EDUCATIONAL THOUGHT

This course will trace the development of educational thought in the last half century that has resulted in the schools of today.

ED 590 DIRECTED STUDY IN ELEMENTARY EDUCATION

ED 592 DIRECTED STUDY IN ADMINISTRATION AND SUPERVISION

ED 594 SEMINAR IN EVALUATION

An investigation into various evaluative techniques on an individual basis.

PSYCHOLOGY

ED 510 INDIVIDUAL PSYCHOLOGICAL ASSESSMENT - INTELLIGENCE

This course will present methods of administering, scoring, and interpreting the Stanford-Binet Intelligence Scale. There will be some emphasis placed on the selection and interpretation of other individual and group measures of intelligence. There will also be observation and practice under supervision. (Summer)

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ED 511 THEORIES OF LEARNING

An analysis and evaluation by topics of some of the major theories within developmental psychology. Attention will be focused on individuals who are affecting contemporary education, both in the areas of cognition (Piaget, Bruner, Bloom) and personality (Piaget, Kohlberg, Sears) (Summer, Fall)

ED 512 COUNSELING TECHNIQUES

Survey of Freudian, Rogerian, Existential and Behavioral theories of counselling. The main focus will be on individual counselling, but group and family counselling will also be discussed. Basic interviewing skills will be taught, primarily through the use of role-playing techniques.

ED 514 SEMINAR IN DEVELOPMENTAL PSYCHOLOGY

A review of the literature relating to human development, with emphasis on possible applications of the findings to the educational setting. Topics include processes of early development, motivational and cognitive processes, social learning, achievement, dependency, aggression, sex-role development and moral development. (Fall, Spring)



ED 517 PSYCHOLOGY OF READING

An analysis of scientific studies dealing with the nature of the reading process and factors that facilitate or inhibit it. Selected research in psychology, psycholinguistics, physiology, and pedagogy will be considered.

ED 519 COUNSELLING SEMINAR AND PRACTICUM

Course will emphasize the techniques of interviewing through a supervised fieldwork placement in an agency, clinic, or school.

READING

ED 542 DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES

A study will be made of the administration and interpretation of various diagnostic tests and of the utilization of these findings in planning programs of remediation. Consideration will also be given to the methods and materials found efficacious in teaching children with reading difficulties. (3 sh, Summer)

ED 543 LITERATURE FOR CHILDREN

A critical examination of reading materials used in elementary schools and an appraisal of their worth. Attention will be given to the development of criteria for the selection of appropriate literature for this age level.

ED 544 LITERATURE FOR YOUNG ADULTS

The description of ED 543 fits this course except that the literature to be examined is for students in secondary schools.

ED 545 PRACTICUM IN READING OR READING CLINIC

This is an advanced seminar and practicum in reading and includes an intensive study of case methods for diagnosing and removing reading deficiencies, and the tutoring under supervision of selected pupils in the elementary grades. Team teaching procedures, Micro-teaching, utilization of multimedia approaches including television will be included in an off-campus reading laboratory. (3 to 6 sh, Summer)

ED 546 THEORIES OF LEARNING DISABILITY

Students will be able to (1) compare and contrast the major characteristics of the basic theories, e.g., perceptual-motor, multisensory, and language development for the diagnosis and treatment of learning disabilities, (2) interpret cognitive, academic, and language (receptive, expressive, read, written) assessment devices for diagnosis of a learning disability. (Summer, Fall)

## ED 547 A READING PROGRAM FOR THE SECONDARY SCHOOLS

A practical approach to the teaching of reading in the Secondary School. This course gives guidelines for solving such problems as: surveying school needs through testing, planning the reading program, developing the reading staff, in-service training for content area teachers, building materials and facilities, obtaining outside help and evaluating the reading program.

## ED 548 ASSESSMENT OF LEARNING DISABILITIES

Includes an examination of functioning and dysfunctioning in factors associated with language development (receptive, expressive, read, written); the administration and interpretation of both group and individual tests of perceptual, motor, and conceptual functioning in order to provide basic information about the nature of learning disability; procedures for systematic clinical educational diagnosis leading to specific therapies. Kephart, DeHirsh, ITPA, Myklebust, Gates, and other measures included. (Fall, Summer)

## ED 562 DEVELOPMENTAL READING: ELEMENTARY SCHOOL

The acquisition and development of reading skills by children in the elementary school will be traced. Special emphasis will be placed on the analysis of new curricula, and on methods and materials designed to facilitate the child's development in reading. (Fall, Spring)

## ED 563 DEVELOPMENTAL READING: SECONDARY SCHOOL

A continuation of ED 562. Emphasis will be placed on the development of higher level reading skills, study skills, and reading in the content areas. (Spring)

## ED 573 ACQUISITION OF LANGUAGE

The literature and research on the acquisition and development of language in young children will be investigated. Emphasis will be placed on the language production of children from infancy through age eight. (Fall, Spring)

## ED 593 SEMINAR IN THE TEACHING AND SUPERVISION OF READING

An analysis of current problems of teaching, supervising, and administering reading programs will be made with an emphasis on the application of the results of recent research.

## ED 595 ANALYSIS OF RESEARCH IN READING

The problems of conducting and interpreting research in reading will be studied. Current Federal, State, and private research projects will be analyzed along with standard works which form the basis for the scope of the curriculum in the field of reading.

## APPLIED MUSIC

- |        |                  |                     |
|--------|------------------|---------------------|
| MU 500 | APPLIED MUSIC I  | (1 sh Fall, Spring) |
| MU 501 | APPLIED MUSIC II | (1 sh Fall, Spring) |

## **ENSEMBLE (Vocal or instrumental)**

Graduate students may fulfill the ensemble participation requirement through membership in such performing organizations as the Chamber Orchestra, Symphonic Winds, and the Concert Choir or by regular participation in smaller more specialized chamber ensembles.

MU 510 ENSEMBLE I (½ sh Summer, Fall, Spring)

MU 511 ENSEMBLE II (½ sh Summer, Fall, Spring)

## **MUSIC THEORY AND COMPOSITION**

MU 520 SIXTEENTH CENTURY COUNTERPOINT

An intensive study of the music of the sixteenth century with special attention upon the basic principles of contrapuntal writing as they are exhibited in the works of such composers as Palestrina, Vittoria, and Byrd.

MU 521 FUGUE

A study of the technical detail of the fugue and of the influence of sixteenth century counterpoint upon the harmony of the eighteenth century. The interrelation of these two bases of music is illustrated by the fugues of J.S. Bach.

MU 522 STRUCTURAL ANALYSIS

A study of the representative forms of music from the sixteenth century to the present with particular attention to free forms and the treatment of structure by twentieth century composers.

MU 523 COMPOSING AND ARRANGING FOR VOCAL AND / OR  
INSTRUMENTAL GROUPS

A writing course in music with special attention given to writing for groups for which there is little or no published music, such as choral and instrumental combinations on the junior high school level.

MU 524 TWENTIETH CENTURY TECHNIQUES IN COMPOSITION

A contrapuntal and harmonic analysis of representative music of the twentieth century with practice in writing in the contemporary idioms and styles. (Fall)

MU 525 ELECTRONIC MUSIC

The course will be in two parts, with time divided about equally between (1) a survey of the work of the leading figures in the development of electronic music, and (2) a workshop in the techniques of electronic sound synthesis and modification, and tape manipulation. Students will compose and perform their own electronic compositions.

## MUSICOLOGY

### MU 530 THE DEVELOPMENT OF INSTRUMENTAL FORMS

An intensive study of significant solo and orchestral works from Haydn to the present to show both the changes and underlying continuity of instrumental forms.

### MU 531 THE DEVELOPMENT OF THE MUSICAL THEATRE

Representative works from Gluck to the present are analyzed. Emphasis is upon the development of the different styles.

### MU 532 THE DEVELOPMENT OF VOCAL FORMS

An analytical study of the art-song and larger choral works.

### MU 533 CHAMBER MUSIC

A critical analysis of works for smaller instrumental ensembles from Haydn to Bartok.

### MU 535 INTRODUCTION TO GRADUATE STUDY IN MUSIC

Students will compile personal music bibliographies, using the College library collection and outside collections. Proper form and style in research papers will be studied and practiced. Research techniques explained, e.g. procurement of microfilms of other library holdings, domestic and foreign, interlibrary loan, etc. Mock-thesis topics will be given, and proper procedures of research, musical concordance of several editions and primary sources, planning out of papers, understanding of scholarly procedures, etc. will be practiced. (Fall, Spring)

### MU 538 HISTORY OF CHORAL MUSIC

A study of the choral repertoire from the Middle Ages to the present, with detailed study of representative examples, and emphasis on trends on development, performance practice, and practical applicability.

### MU 540 ADVANCED CONDUCTING

In this course students will study techniques in conducting advanced literature and will demonstrate their proficiency by rehearsing choral and instrumental groups.

### MU 570 WORKSHOP IN CHORAL MUSIC

In this course students will be exposed to advanced choral conducting techniques including score preparation, stylistic awareness, and tone quality. Choral literature from many periods including the 20th century will be studied, some for performance.



**MU 577 THE TRAINING OF CHILDREN'S CHORUSES**

This course is designed to help music teachers develop good children's choruses by the demonstration of techniques of voice testing, development of good tone production, of effective rehearsal techniques, of ways of working well with children in music, of selection of appropriate literature, of teaching music reading during the rehearsal, of fostering appreciation for beautiful music.

**MU 590 PSYCHOLOGY OF MUSIC**

This course will deal with the perception of musical relations in its bearing on the theory, history, aesthetics, and learning aspects of music. (Fall)

**MUSIC EDUCATION**

**ME 510 WORKSHOP IN THE TEACHING OF STRINGS**

In this course students will learn techniques of teaching beginners and others how to play the string instruments and implement these methods under supervision. Some time will be spent on individual progress in one or more string instruments. (Summer)

**ME 511 WORKSHOP IN THE TEACHING OF WINDS AND PERCUSSION**

This course will be conducted in the same manner as ME 510, except that the instruments in question are all the winds and percussion. (Summer)

**ME 550 DEVELOPING PHILOSOPHIES IN MUSIC EDUCATION**

An examination and evaluation of current trends and directions in music education within the contexts of philosophical bases, historical references, aesthetic principles, and individual attitudes and opinion. Attention is also given to the problems of correlating philosophies of music and education and of developing a personal philosophy of music education to interpret both existing and emerging programs.

**ME 562 NEW APPROACHES TO TEACHING MUSIC**

Exploration in a laboratory situation of the principles, activities, and materials related to current developments and approaches in music education. Consideration is given to the influence of Carl Orff, the Hungarian Singing School, the Creative Music Projects, and major correlated programs upon the school curriculum.

**ME 565 TEACHING MUSIC THROUGH THE HUMANITIES APPROACH**

Techniques, materials, and equipment used in integrating history and literature with music and art with primary consideration given to the attitudes and psychological characteristics of secondary school students. (Spring)



ME 566 TECHNIQUES OF GROUP AND INDIVIDUAL VOCAL TRAINING

A study of effective methods of class and individual vocal instruction, including an in-depth study of techniques for producing good singing and an examination of suitable literature and materials for various instructional situations.

ME 567 TECHNIQUES OF GROUP AND INDIVIDUAL INSTRUMENTAL TRAINING

A study of effective methods of class and individual instrumental instruction, including guest lecturers in specialized areas, and examination of suitable literature and materials for various instructional situations.

ME 569 PEDAGOGY OF MUSIC THEORY

This course will explore different approaches to the presentation of music theory in an effort to discover the best means of communicating this intangible subject to secondary school students.

ME 572 PRACTICUM IN CHORAL RESOURCES

Development of the choral directive skills, including advanced baton technique, score reading and analysis, and methods of effective communication. Emphasis will be placed upon a variety of musical styles and their interpretation. Laboratory experience with choral groups will be provided whenever possible.

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ME 573 PRACTICUM IN INSTRUMENTAL RESOURCES

Development of the instrumental directive skills, including advanced baton technique, score reading, and analysis and methods of effective communication. Emphasis will be placed upon a variety of musical styles and their interpretation. Laboratory experience with instrumental groups will be provided whenever possible.

ME 576 THE CONDUCTING OF MAJOR CHORAL LITERATURE

In this course the special problems of the performance of major choral works will be analyzed in detail, with reference to different interpretative styles. Students will be expected to present an analysis of at least one example of this form. (Fall)

ME 580 ADMINISTRATION AND SUPERVISION OF MUSIC EDUCATION

An investigation of contemporary concepts of supervision and administration based upon reading, individual research, and group dynamics. Specific concerns will be administrative leadership, philosophy of administration and supervision, supervisory techniques, curriculum development, school budget, administrative responsibilities to professional personnel, administrative relationships with the community, and evaluation of supervisory and administrative activities. (Summer)

ME 586 ORGANIZATION AND DEVELOPMENT OF CHORAL GROUPS

An investigation of proven procedures for establishing and developing all types of choral groups. The knowledge and experience of the class members will also be utilized.

ME 587 ORGANIZATION AND DEVELOPMENT OF INSTRUMENTAL GROUPS

A study of effective procedures essential to the beginning and development of school bands, orchestras, and other instrumental ensembles, covering mechanical details such as budget planning, space allocation, scheduling, and educational goals and objectives.

ME 596 DIRECTED STUDY IN GENERAL MUSIC TEACHING, OR  
ADMINISTRATION AND SUPERVISION OF MUSIC EDUCATION

ME 597 DIRECTED STUDY IN THE TEACHING OR CONDUCTING OF CHORAL  
MUSIC.

ME. 598 DIRECTED STUDY IN THE TEACHING OR CONDUCTING OF  
INSTRUMENTAL MUSIC

ME 600 WORKSHOP IN THE IMPLEMENTATION OF THE CURRICULUM  
GUIDE IN MUSIC EDUCATION.

Workshop to provide interaction between music specialists and elementary classroom teachers. Emphasis on the conceptual approach. Small group work, class discussions, demonstrations, teaching techniques and materials relating to the curriculum guide.

ME 601 SEMINAR IN CURRICULUM GUIDE IN MUSIC -  
SECONDARY LEVEL

A critical analysis of the State curriculum guide in Music, focusing on the secondary level. Study of current trends leading to the development of relevant materials, culminating in the formation of suggestions for future revision.

HUMANITIES

HU 530 THEORY OF ADMINISTRATION

This course provides an interdisciplinary approach to school administration, drawing extensively on the research and literature of the behavioral sciences and business administration, especially those aspects of industrial psychology and group behavior which may be applied to educational settings. Topics which will receive special attention include leadership, communication, motivation, power, authority and decision-making. (Summer)

HU 531 PHYSIOLOGY AND PSYCHOLOGY OF HEARING AND SINGING

In this course a medical doctor and specialists will explain the anatomy of the ear, the throat and vocal cords, the lungs and diaphragm, and describe how these and other parts of the body function to produce the aural and oral abilities of man. Attention will be given

to illnesses, diseases, and physical limitations that cause malfunction in these skills. Voice teachers will discuss the psychological aspects of singing - male and female voice teachers will describe the peculiar nature of each voice range - soprano, alto, tenor, and bass. An attempt will be made to show the interdependence of the physical and the psychological.

HU 564 BRITISH LITERATURE OF THE NINETEENTH CENTURY

A study of representative works of romantic and Victorian writers such as Wordsworth, Coleridge, Byron, Shelley, Tennyson, Arnold, and Browning.

HU 565 AMERICAN LITERATURE OF THE NINETEENTH CENTURY

A study of major developments in American literature with special emphasis on the works of Emerson, Whitman, Melville, Clemens, and James.

HU 569 THE AMERICAN SHORT STORY

Readings and discussion of representative short stories from the beginnings to the present.

HU 570 ENGLISH POETRY OF THE SIXTEENTH AND SEVENTEENTH CENTURIES

The readings will focus mainly upon works by Spenser, Sidney, Shakespeare, Jonson, and Milton. A variety of styles, forms, and poetic conventions will be considered, together with pertinent historical and philosophical matters. The meetings will consist of lectures, selected topics for student presentation, and discussion. It is expected that English teachers will find among the readings, material suitable for presentation to their own classes.

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HU 574 BRITISH LITERATURE OF THE TWENTIETH CENTURY

A study of the poetry, fiction, and drama of such major British writers as Shaw, Conrad, Joyce, Lawrence, Yeats, and Eliot.

HU 575 AMERICAN LITERATURE OF THE TWENTIETH CENTURY

A study of major developments in American literature with special emphasis on the works of Robinson, Frost, Stevens, Hemingway, O'Neill, and Faulkner.

HU 577 MODERN DRAMA

A survey of representative works of major dramatists from Ibsen through Ionesco, stressing the playwrights' concern with problems inherent in modern society.

HU 578 WORKSHOP IN EXPOSITORY AND CREATIVE WRITING

This course is designed for students who wish to improve their writing. Another objective is to explore various techniques in the teaching of writing.

HU 579 TWENTIETH CENTURY UNITED STATES HISTORY

A survey of the development of the domestic and foreign policies of the United States since 1900 with special reference to source materials and historiographical questions. The focus of the course centers on the development of the American reform tradition and the rise of the United States as a great world power.

HU 580 HISTORY OF THE RENAISSANCE AND REFORMATION

This course deals with the period of European history when the temporary stability of medieval Christian civilization broke up. The topics included in the course will be: humanism; exploration and colonization; social, economic and technological change; the renaissance state; the Protestant and Catholic Reformations; the wars of religion.

HU 581 HISTORY OF THE FRENCH REVOLUTION

One of the most significant upheavals in western history will be analyzed through all its stages with special emphasis on the historical sociology of revolution.

HU. 582 GROUP AND INTERPERSONAL RELATIONSHIPS

Through classroom and "T" group participation, this course teaches the student how to collect and analyze data about himself and others and to use this data effectively.

HU 583 DYNAMICS OF GROUP PROCESS - THEORY AND PRACTICE

This course will explore the dynamics of small group processes. Group experiences will serve as a practical base for an in-depth examination of theories underlying the dynamics of group functioning. The course is designed to assist guidance personnel considering counseling in groups; administrative personnel working with teachers, parents, or students; teaching personnel working with groups of students, especially in the affective domain. (Spring)

HU 584 VISUAL PERCEPTION

Involves a series of studio problems designed to increase intellectual awareness and curiosity through vision. Although the student will use art materials and photographic equipment, no prerequisites or special abilities are necessary. The purpose of this course is to develop visual sensitivity and acuity in a way which may benefit the learning process in all subject areas, and for the discovery of interdisciplinary relationships. (Spring, Summer)

HU 585 CREATIVE ASPECTS OF PAINTING

In this course, students will learn about painting by working directly with basic materials in various media and in an individual manner. (Fall)



HU 586 ART OF THE TWENTIETH CENTURY

A design analysis of the contemporary visual art forms with emphasis on the major painting movements. Some studio application is included in this course.

HU 587 APPLIED LINGUISTICS

The scientific and descriptive approach to a grammatical analysis of modern American English, with an introduction to articulatory phonetics and transformational grammar. (Summer)

HU 588 THE INTERPRETATION OF LITERATURE

Designed to deepen the student's understanding and appreciation of imaginative literature, this course will include lectures and discussions of the fiction, poetry, and drama of several literary periods and countries.

HU 590 THE LEGAL PROCESS AND EDUCATION

Thorough examination of cases based on relationships between agencies and individuals who participate in the American enterprise of public education, the student will learn to identify, to define and to seek answers to questions of law which underlie the resolution of conflict and the encouragement of creative growth for the future. It is hoped that through this course the student may become sufficiently familiar with the legal process as it affects federal agencies which contribute to the development of public education, state agencies, legislative bodies and the courts, to participate in the development of law and related educational policies in the future.

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HU 595 AESTHETICS

In the first place, the course will examine the views of major philosophers on the beautiful and the nature of artistic creativity. Among others Plato, Aristotle, Augustine, Hegel, Nietzsche and Dewey will be considered. In the second place, an attempt will be made to correlate the views of these thinkers with the works of poets, artists and composers and the statements the latter have made about their work. (Spring)

HU 596 LAW, MORALITY, AND EDUCATION

A course designed to examine and evaluate the moral and political presuppositions of our society and to examine the role of educational institutions in the light of these presuppositions.

HU 597 SIGNS, SYMBOLS AND COMMUNICATION

A philosophical exploration of the variety of sign and symbol systems by which human beings construct their world and communicate. The course will not concentrate merely on language-systems, but on all the codes - - behavioral, affective, bodily - according to which human interaction takes place and meaning is created and comprehended.



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